

INGENAES Workshop Summary Report

University of Florida

February 17, 2017

Report prepared by Jan Henderson & Kathy Colverson – February 2017



INTRODUCTION

WHAT

Dr. Glenn Galloway, Director, Master in Sustainable Development Practice Program (MDP), Center for Latin American Studies/Center for African Studies, University of Florida, requested a one-day workshop focusing on facilitation skills, gender, and nutrition for his MDP students. Graduate students affiliated with the Innovation Lab for Livestock Systems (LSIL) program were invited to attend the workshop. A representative from Catholic Relief Services was also asked to join the training.



The objectives of the one-day workshop were to:

- **Examine** the differences between teaching and facilitating
- **Identify** ways to make learning more concrete and memorable
- **Create** value chains for small-scale agricultural enterprises (i.e., kohlrabi, chickens, bees, cassava), with an emphasis on gender.
- **Analyze** the amount and type of food available to members of a “typical” rural family.
- **Discuss** the challenges of purchasing nutritious food on a limited income.

WHEN

Friday, February 17, 2017
9:00am – 4:00pm

WHERE

Reitz Union – Matthews Suite
University of Florida
Gainesville, Florida

WHO

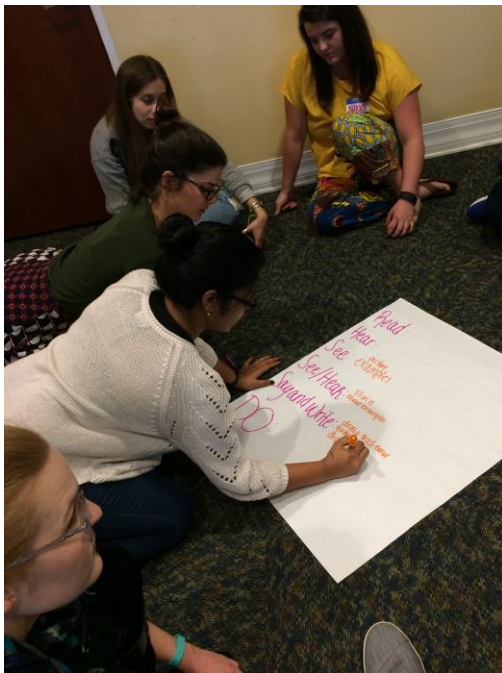
27 participants (see list in Appendix A)
Master’s in Sustainable Development Program
Master’s in Environmental and Global Health
Master’s in Social and Behavioral Sciences
University of Florida International Center
Catholic Relief Services

WORKSHOP ACTIVITIES

- After a brief orientation to the workshop, we participated in an energizer – “Group Juggling” that focused on the importance of maintaining accuracy and quality when trying to juggle or balance personal/family and professional obligations.
- We divided into four groups according to our birth month to brainstorm the differences between teaching and facilitating. Each group listed characteristics on 5” x 8” cards and placed the cards on a sticky wall. The teaching and facilitating groups shared their work with each other...noting that one approach is not better than the other, but being aware of when to facilitate the learning process...allowing the learner to actively engage with the material.

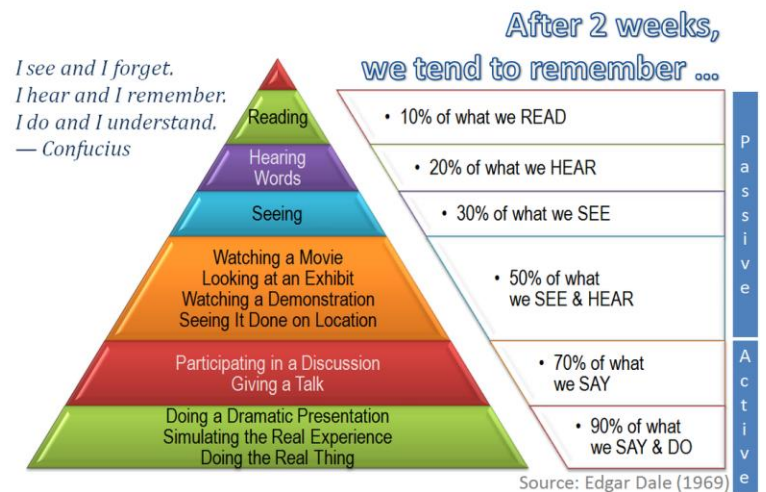


- We discussed Edgar Dale's Cone of Experience and the importance of making learning activities more concrete. We outlined how we would incorporate the Cone when designing training on planting a backyard garden.

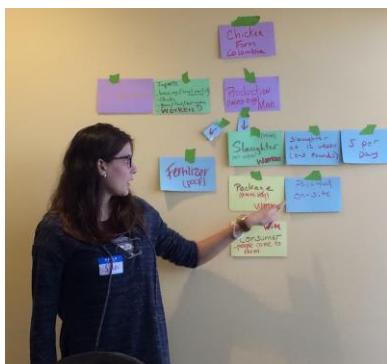


The Cone of Learning

sparkinsight.com



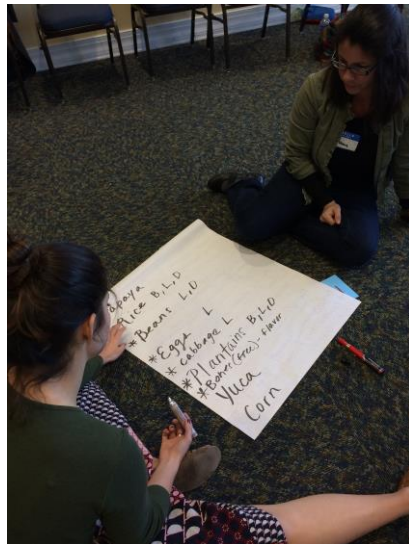
- After a break, we self-selected into one of four groups to create a value chain for: chickens, bees, kohlrabi, or cassava. We identified the key activities and steps from production to consumption, followed by a discussion of gender implications at each step.



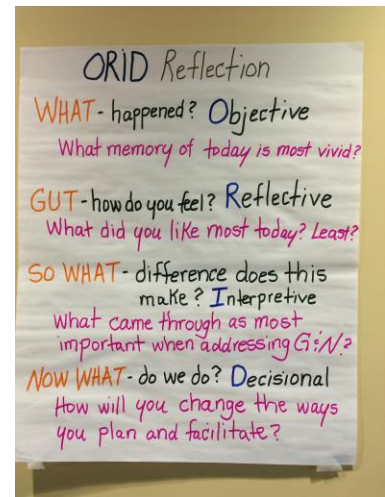
- After lunch, we were asked to join a family from Africa, Asia, or Latin America. Our “mother” served each family member a certain portion of food with the most food going to the husband, mother and father-in-laws, and son. We discussed why some family members receive more food than others and the consequences of not receiving adequate amounts nutritious food.



- We returned to our family groups and created nutritionally balanced meals for breakfast, lunch, and dinner. We had \$5.00 to spend on food causing us to consider the challenges of receiving adequate amounts of nutritious food on a limited budget. Several families used kitchen gardens to supply some of their food.



- The workshop concluded with each participant receiving a jump drive with INGENAES resource materials and an ORID reflection.



FACILITATOR TIPS

- Pull aside extroverts and challenge them to listen first, talk second.
- Know your audience: literacy levels, cultural norms, experience with topic
- Use birth months to organize participants into groups
- Listen more as facilitators; have participants talk/share
- Sticky Wall: 2-3 yards of rip stop nylon (available at fabric stores); spray with 3M Spray Mount
- Keep participants focused on the topic; remind them of the task when conversations start to stray
- Use single sex groups to encourage women and men to share their ideas/feelings
- Incorporate “Group Juggling”, with up to three objects, for learning names and for discussing balancing work and personal life
- Select “Farm Chores” as an energizer when participants need to get up and move around

Appendix A: List of Participants

Name	Department / Organization	Contact Information
Lindsey A. Laytner	Environmental and Global Health	llytner@epi.ufl.edu
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